



Newsletter

October 30, 2013

Principals Update - Superintendent Observations and Site Visits

Superintendents are encouraged to conduct multiple site visits to a principal's school. Site visits provide information on a wide range of contributions made by principals. Site visits may range from watching how a principal interacts with staff to observing programs and shadowing the school administrator. Superintendents may gain insight during these visits into how a principal is meeting the performance standards.

During a site visit, the superintendent should discuss various aspects of the job with the principal. This may take the form of a formal interview or a less-structured discussion. Through questioning, the superintendent may help the principal reflect on his or her performance, which also may provide insight into how the principal is addressing the performance standards. Furthermore, in many cases it takes time to effect change in a school, and having an honest, open discussion gives the principal an opportunity to explain the school-improvement successes and trials the school community has experienced. Additionally, this process provides the superintendent an opportunity to offer feedback. Suggested guiding questions for superintendents are included on the *Observation/Site Visit Form* in the *Kentucky Pilot Principal Handbook* on the Principal Professional Growth and Effectiveness System (PPGES) [webpage](#).

Following the site visit, superintendents should provide the principal timely and specific feedback. Superintendents should conduct at least two observations/site visits for at least one hour each. The first observation should occur prior to the mid-year review.

Continuous Self-Reflection

Self-reflection is a process by which teachers assess the effectiveness of their instructional planning, lesson implementation, content knowledge, beliefs and dispositions for the purpose of self-improvement. The goal of self-reflection is to improve teaching and learning through ongoing thinking on how professional practices impact student and teacher learning. Teachers attain this goal by developing a professional growth plan that develops professional practices and leadership skills.

Continuous self-reflection provides the opportunity to refine skills and grow in the teaching profession. The reflection process is an integral part of the Professional Growth and Effectiveness System (PGES). Teachers should seek answers on ways they can improve their skillset while keeping in mind the impact on student learning. Continuous self-reflection should consist of a thoughtful process that involves, but is not limited to, the Kentucky Framework for Teaching; previous classroom experiences; input from student work and surveys; conversations with peers; and input from school administrators. Within the PGES system, teachers may formally

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capture snapshots of their reflective practices and growth throughout the year.

Teachers will be able to enter this data in the Continuous Improvement Instructional Technology System (CIITS) Educator Development Suite (EDS) throughout the school year. Specific windows coincide with the observation windows to capture a teacher's reflection. They are:

1st Window: Sept. 3-Oct. 31

3rd Window: Jan. 6-Feb. 28

2nd Window: Nov. 1-Dec. 20

4th Window: March 1-April 30

By pairing the reflection entries with the observation windows, administrators and peers can assist by asking guiding and compelling questions, with a particular focus on areas included in the teacher's professional growth plan. Through self-reflection, teachers are able to move forward with intentional and focused actions. The [Completing Self-Reflection](#) quick reference card (QRC) provides step-by-step directions for completing self-reflections.

[PGES Statewide Pilot Implementation Survey](#)

The PGES pilot survey will be e-mailed to all pilot participants on Tuesday, November 12. The survey will be used to gauge participants' perception of the training and pilot implementation of the Professional Growth and Effectiveness System (PGES). Bart Ligouri, a research analyst with the Commissioner's Delivery Unit at the Kentucky Department of Education, will analyze responses regarding the experiences of teachers and principals during the statewide pilot implementation of the PGES.

[Prepare now for Student Voice Survey](#)

In March 2014, the Professional Growth and Effectiveness System statewide pilot will collect student feedback on specific aspects of the classroom experience. Districts will use Infinite Campus (IC) Portal to conduct this Student Voice survey.

All districts must ensure their IC Portal is activated and every student who will be surveyed must have an active IC Portal student account for Student Voice. Students should log in to Infinite Campus Portal to test the setup of their accounts prior to February 14, 2014. Districts should take full advantage of functionality available in the IC Portal to communicate with parents and students.

Documentation on enabling Campus Portal and creating accounts is available at [KDE's Student Voice Survey Webpage](#) as well as the [Campus Knowledge Base](#). Please contact Infinite Campus Support at (888) 461-2004 if you need assistance with enabling the IC Portal or creating accounts.

[PGES Webcasts](#)

The next PGES webcast is scheduled for **3 p.m. ET Friday, November 22**. This webcast will include a preview of the new features in CIITS/EDS and provide an opportunity to hear from pilot participants highlighting district practices. The webcast also will address frequently asked questions from the field. All live webcasts are viewed via [mms://video1.education.ky.gov/encoder3a](https://video1.education.ky.gov/encoder3a). All archived KDE webcasts can be found on the [KDE Media Portal](#).

[RESOURCE: Measures of Effective Teaching: Student Feedback](#)

[The Measures of Effective Teaching: Student Feedback](#) video demonstrates how to use student feedback to improve teaching and how to encourage student voice in the classroom. This video and other instructional resources can be found on [The Teaching Channel](#).